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Sponsored by the Rehabilitation Counseling Program and the Department of Special Education, both at Mankato State College, and by the Minnesota Council for Exceptional Children, the conference was designed to strengthen communication and cooperation between special education and vocational rehabilitation planners and practitioners, and thus to contribute to the process of habilitating the mentally retarded. The keynote address, by Mrs. Hubert Humphrey, a member of the President's Panel on Mental Retardation, considers "Contemporary Needs in Habilitating the Mentally Retarded." The first panel discussion, centering on directions for a continuum of education and vocational rehabilitation for the mentally retarded, treats the following: developing a vocationally oriented curriculum, agreements between special education and vocational rehabilitation, and administrative directions in school-work experience programs. The second panel on cooperative work-study programs in Minnesota discusses the roles of the special class teacher, the vocational adjustment coordinator, and guidance counselors. A list of conference participants and their addresses is included. (DP)

MANKATO STATE
COLLEGE

1867 CENTENNIAL 1967

PROCEEDINGS OF A SYMPOSIUM
ON
HABILITATING THE MENTALLY RETARDED

Compiled and Edited

by

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MEMORIAL PUBLICATION IN HONOR OF

DR. HARRY R. MEYERING
1899 - 1966

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FOREWARD

In the field of mental retardation we have long been concerned with the process of habilitating the mentally retarded. It is an axiom, contrary to many beliefs, that this dynamic and complex process does not begin when the retarded child enters elementary or high school, when he reaches adolescence, or when he reaches adulthood. Rather, the habilitation process begins early in life and prevades throughout the mentally retarded's entire life span.

In the field of mental retardation we have also been concerned with the provision of those essential services for helping the retarded individual develop to his fullest physical, mental, social, educational, psychological, and vocational potential. Yet, it is apparent that the actual provision of services by various agencies and professional specialties to the retardate has somewhat been fragmented. These services, therefore, are of little value unless they are integrated into a well-planned continuum of support which requires participation and cooperation among all agencies and professional specialties dealing with the retarded.

During the past few years public schools and vocational rehabilitation agencies throughout the United States have been integrating their services for a more comprehensive approach to habilitating the mentally retarded. In the fall of 1964, the State of Minnesota initiated its first cooperative public school-vocational rehabilitation program. Since then these programs have increased markedly to an estimated thirty with many more in the planning stages.

To increase interest and knowledge relative to the organization, administration, and implementation of cooperative public school-vocational rehabilitation programs for the mentally retarded in Minnesota, a symposium was held at Mankato State College February 11, 1967. Sponsored by the Rehabilitation Counseling Program, Department of Special Education, and the Minnesota Council for Exceptional Children, it was our conviction and hope that the symposium would strengthen communication, understanding, and cooperation between special education and vocational rehabilitation planners, administrators, and professional practitioners; increase the effectiveness of the education-vocational continuum for better articulation of services; and thus contribute significantly to the overall process of habilitating the mentally retarded.

Our appreciation is expressed to the authors of the contents of this pamphlet, all of whom were participants in the symposium, and who have permitted publication of their papers.

G. E. A.

"MAXIMIZING THE EFFECTIVENESS OF THE EDUCATION-VOCATIONAL CONTINUUM FOR THE MENTALLY RETARDED"

MANKATO STATE COLLEGE

8:30 a.m. - 4:30 p.m. February 11, 1967

PROGRAM

8:30 REGISTRATION

9:00 OPENING REMARKS . . . . Herbert Birbeck

ANNOUNCEMENTS & OBJECTIVES OF SYMPOSIUM . . . . George E. Ayers

WELCOME TO MANKATO STATE COLLEGE. . . . . .President James F. Nickerson

9:15 KEYNOTE ADDRESS . . . . Mrs. Hubert H. Humphrey
"Contemporary Needs in Habilitating
the Mentally Retarded"

10:15 Coffee

10:30 PANEL DISCUSSION: Organization and Administrative Directions in the Provision of a Continuum of Education and Vocational Rehabilitation Services for the Mentally Retarded

Moderator . . . . C. M. Henderson

Speaker . . . . .Irene Herk
"Developing a Vocationally Oriented Curriculum
for the Mentally Retarded in Secondary Schools"

Speaker . . . . .Marvin O. Spears
"Cooperative Agreements Between Special
Education and Vocational Rehabilitation
in Minnesota"

Speaker . . . . Jim Geary
"Administrative Directions in School-Work
Experience Programs"

12:00 Lunch

1:30 PANEL DISCUSSION: Cooperative Work-Study Programs in Minnesota

Moderator. . . . . .Wayne Sidinger

Speaker. . . . . Norman Cole
"The Role of the Special Class Teacher
in School-Work Experience Programs"

Speaker. . . . . Willis Crow
"The Role of the Vocational Adjustment
Coordinator in School-Work Experience
Programs"

Speaker. . . . . .Fred Spriggs
"Contributions of Guidance Counselors
to the Education-Vocational Continuum"

2:30 WORKSHOPS:

Group No. 1 Room 101 Group Leaders . . . . .June Bayless
Fred Spriggs
Dale Van Ryswyk

Group No. 2 Room 102 Group Leaders . . . . Antusa Santos
Norman Cole
Vern Schultz

Group No. 3 Room 108 Group Leaders . . . . Daro Larson
Willis Crow
Lenore Hansen

4:00 Coffee

4:15 SUMMARY, EVALUATION AND CLOSING REMARKS. . . . . George E. Ayers

SYMPOSIUM PLANNING COMMITTEE

George E. Ayers, Chairman
June Bayless
Herbert Birbeck
Daro Larson
Antusa Santos
Marvin O. Spears

CONTEMPORARY NEEDS IN HABILITATING THE MENTALLY RETARDED

Mrs. Hubert H. Humphrey
Member, President's Panel on Mental Retardation

Thank you for the warm welcome to your symposium on mental retardation. I must tell you first that you sent a most convincing envoy to extend your invitation—our daughter-in-law, Donna Humphrey. I am delighted that she is here today, and I know I do not have to tell you that she is a willing worker in this field. Mental retardation was one of her major areas of study at school, and Donna has taught mentally retarded children.

I have had two wonderful days in Minnesota. I have spent the greater part of the time informing myself more fully and directly on mental retardation efforts in our state. My first stop Thursday was the University of Minnesota. I had gone to the University to address a cancer luncheon and tour the cancer research facilities. During my visit I took advantage of the opportunity to talk with Dr. Maynard Reynolds and other university officials on mental retardation.

That evening I met with a most impressive group of leaders in retardation—the Governmental Affairs Committee of the Minnesota Association for Retarded Children. This committee has undertaken the very demanding task of informing our Minnesota State Legislature on some of the pressing legislative needs for the retarded. I was pleased to learn that not only do they have a state committee for this purpose, but I was told that every local association has a similar group of active spokesmen for the retarded.

Thursday morning I was up early to make a visit to the Hennepin County Welfare Department where I asked to view the services provided to the new parents of a retarded child who may be in need of assistance and direction in facing this overwhelming problem. Next I went to Sheltering Arms, where I was shown the psychological testing methods used for retarded children of all ages, as well as received good background information on their parent counseling service. I joined the Lawyer's Wives of Hennepin County for lunch and was so filled with the cause of mental retardation that I could not resist encouraging these ladies and their husbands to consider this field as an area of special interest. Then following the luncheon I made visits to Hammer School, Opportunity Workshop, Faribault State School and Hospital, and today I have the opportunity of learning from you.

I accepted your invitation to serve as your keynote speaker not because I regard myself as an expert in your field, but because I share your intense personal interest in retardation and the mentally retarded. Some of you may know that this deep, personal interest was first prompted by the birth of our little granddaughter nearly six years ago. She arrived on an exciting evening. It was election night across the United States. There was much happiness. John Kennedy had just been elected to the Presidency, and my husband had been re-elected to his seat in the U. S. Senate.

My daughter, wishing to select a name which would recall this victorious evening for the President and her father, chose the name Victoria. Then the next day we were given the sad news that our granddaughter was mongoloid. With all of the interest that the Vice-President and I had taken through the years in medical needs and the many hospitals and clinics we had visited in various areas of the world, we were still ill prepared for this announcement.

We really knew little about mental retardation. I remember when the doctor used the term mongoloid I wondered what it meant and recalled only vaguely a discussion of this term years ago in a class I had taken at school. Since that time we have gone through many stages--shock, disappointment, anger, questioning, and learning. These are the stages, I suppose, that all parents experience when they discover that their child is mentally retarded. But we have been thankful, as many other families have been, that Vicky was born now when so much attention is centering on this problem--when there is hope that she can be trained to take her place in the community and become self-supporting.

Especially encouraging in our country is the national attention given the problem--first by President John Kennedy and now by President Lyndon B. Johnson. President Johnson has made it clear that the federal government's commitment to combat mental retardation and to aid those with the handicap is a lasting one. As stated by the President:

> "Thirty years ago, or even three years ago, if anyone had asked what was being done about mental retardation, the answer would have been a shrug of the shoulder. . . Our answers and our attitudes are changing. We are answering with our heart and our heads, not with shrugs and silence. . . But our efforts have only begun. We will continue until we find all the answers we have been seeking, until we find a place for all those who suffer with the problem."

On May 11 of last year President Johnson appointed the President's Committee on Mental Retardation, on which I am privileged to serve. We have been given quite a charge. First, the President has asked that we advise him on the adequacy of the national effort to combat mental retardation. Second, that we explore the need for better coordination of federal mental retardation activities and better liaison between federal, state and local governments, foundations and other private organizations. Third, that we mobilize increased support for mental retardation activities among professional organizations and citizens' groups. Further, that we develop information for the general public to help reduce the incidence of mental retardation and its effects.

This committee of twenty-one members represents a broad spectrum of interest in mental retardation. There are both professionals and lay persons represented. Among this group are doctors, a geneticist, a newspaper editor, a management consultant, a university administrator, the head of the National Association for Retarded Children, a labor official, a psychiatrist.

We also have the direction of two cabinet members, Secretary of Health, Education and Welfare John Gardner and Secretary of Labor Willard Wirtz, in addition to the director of the Office of Economic Opportunity, Sargent Shriver. Without exception, they are persons with extensive knowledge and a compassionate understanding of the retarded and their needs.

The President's Committee has been divided into three ad hoc study committees. The first is New and Bold Approaches to Mental Retardation, the second is Legislation and the third is the Subcommittee on the State of the Nation. In addition we have also an informal study group that is alert to progress in other countries for the retarded. I am serving on the State of the Nation Subcommittee as well as the international study group.

In order to determine accurately the real "state of the nation" in the field of mental retardation, our subcommittee is scheduling meetings in various regions of the country where we can hear directly from the active workers in this field. The chairman, Dr. Robert B. Kugel, professor of pediatrics at the University of Nebraska, expressed the purpose of our local visits with these brief well-chosen words when we held our first meeting in New Orleans on January 12. As stated by Dr. Kugel, "We are here not to try to tell you what we think you should do, but rather to find out what you are doing and where you think further help is required."

In New Orleans our Subcommittee met at Tulane University and listened to some very impressive, dedicated spokesmen for the retarded. We heard from the doctors, the educators, the administrative staff of various schools, state officials charged with the administration of retardation programs, legislators, social workers.

I am not in a position to give you a report on our preliminary findings in Louisiana, but the information that was gathered there and that will be gathered in other regional areas will be submitted to the full President's Committee for consideration. The full Committee's deliberations will result in a first report for presentation to President Johnson in May of this year.

As many of you may know, our next State of the Nation Subcommittee meeting is scheduled next week on February 16 in Omaha, where we have invited retardation experts from five states, Minnesota, Iowa, South Dakota, North Dakota, and Nebraska. Perhaps some of you may be planning to attend or to participate.

Our Subcommittee has also pursued other methods of gathering facts on mental retardation which may interest you. Three thousand questionnaires were mailed nationwide to those persons having a direct interest in or the responsibility for administering programs affecting the mentally retarded. We have solicited opinions on such matters, as how highly they regard the services and programs for the mentally retarded in their states, which services and programs they feel should have federal support, how they assess the effect of the Advertising Council's campaign on understanding retardation.

Recently fifty-three states and territories conducted statewide planning projects in mental retardation to help determine their own needs and shape their own courses for future action. These projects were financed in part by federal grants and administered by the Mental Retardation Branch of the Division of Chronic Diseases of the U. S. Public Health Service. Each participating state and territory was required to submit a final report of its planning project to the Mental Retardation Branch.

The President's Committee has been most anxious to have this data available and requested that a special report be prepared covering fourteen selected states—in advance of the full report that will be available later on all of the states. Those states chosen were California, the District of Columbia, Georgia, Illinois, Iowa, Montana, North Carolina, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Texas, and Wisconsin. I would like to share briefly some of these preliminary findings with you:

1. On the basis of the recommendations made, manpower (adequate staff for working with the retarded) is the most urgent problem facing the fourteen states. The second problem was education.

2. Eleven of the fourteen states recognized the need for a review and possible revision of their state laws pertaining to the mentally retarded. Most recommendations in the areas of law and legislation concerned the legal aspects of guardianship, financing, education, criminal responsibility and definition of a mentally retarded person.

3. There was much variance in the ways and means by which the planning on retardation was organized and carried out in each of the states.

4. Most of the states drew freely from existing statements on philosophy, goals, and objectives cited by the President's Panel on Mental Retardation and by President Kennedy. This would seem to indicate that a national committee can be valuable in giving direction and purpose to a problem of this type.

5. Practically all states raised questions about the validity of the national prevalence rates established by the President's Panel on Mental Retardation.

6. Some 1,600 distinct recommendations were coded from these fourteen state's final reports. They ranged from Oregon's low of 50 to Iowa's high of 250 recommendations. The average was 116.

7. The final reports themselves ranged greatly in looks, style and volume; from Montana's report of 54 pages, to North Carolina's one volume report containing 622 pages of text and 307 pages of appendices and New York's seven volume joint Mental Retardation-Mental Health report, of which three volumes were devoted to mental retardation.

The report states, and I am inclined to agree strongly, that "The most important single implication of the state planning projects was the awakening of an awareness that something can be done to help the mentally retarded." The report further states, "In reviewing some of the unique and innovative features of the fourteen state plans, one leaves the review with a sense of excitement over the feeling that the resourcefulness of the states and their citizens, in coping with a problem so difficult as mental retardation, cannot help but produce victory, eventually." This outlook is greatly encouraging in my efforts and I thought it would be encouraging in your efforts.

Here I would like to stress how important it is, as we put our energies to work in this field, that we continue to maintain a good dialogue among the various groups involved in this task, locally, statewide and nationally. This is why your symposium today is so valuable--the opportunity it provides of pulling together persons whose purpose is the same--to help the retarded--but whose day-to-day work is in a variety of specialties. We would not deny that this is the time of the specialist. But our specialists in different areas must not lose contact with each other. Nor should they lose contact with parents and lay workers.

May I share another thought--that is as much an admonition for me as it is for you. We must not forget that in dealing with the retarded we are dealing with individual human beings who require that very important ingredient, loving care. This need can be as important to the retarded as any professional care they receive. It is vital that our mental retardation workers be well trained, but in addition to a Master's degree and a Ph. D., there must be a very special quality in our workers with these handicapped persons. One of those testifying before our Subcommittee in New Orleans, Sister Mary Lillian, director of special education of the Archdiocese of New Orleans, described this quality as the "X" factor.

As I conclude my remarks, I would like to leave you with this thought-provoking statement from THE GIFTS THEY BRING which was written by Pearl Buck, who has a retarded daughter, and Gweneth Zarfoss. ". . . let us emphasize the incalculable value to all of us in the continuing effort of preventing mental retardation in the first place, and in the second place of seeing that the retarded are given full opportunity for development and, insofar as they can, the satisfying experience of being able to fulfill themselves. In the process we will discover not how much we do for them, but how much they do for us. That is the surprise; that is the reward."

COOPERATIVE AGREEMENTS BETWEEN SPECIAL EDUCATION AND VOCATIONAL REHABILITATION IN MINNESOTA

Marvin O. Spears, Chief
Vocational Rehabilitation Services
State Division of Vocational Rehabilitation

It is a great pleasure to begin the discussion on the very important topic of planning and providing a continuum of vocational services for the mentally retarded. First, I would like to explain the role of the division of vocational rehabilitation and our agency's concern with the provision of vocational services for the retarded as well as other handicapped persons. Subsequent to this I wish to discuss a particular method of insuring an adequate continuum of vocational rehabilitation services. This method, coincidentally, has a number of different titles; however, in Minnesota we call it "cooperative agreements." That is, cooperative agreements with the public school and our agency. Finally, I would like to briefly discuss the future of the "cooperative agreement" approach and the role of one of the two key people of these agreements--the vocational adjustment coordinator.

The Minnesota Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) is one of the oldest continuous social service agencies in the State of Minnesota. It was established in 1919 and has been a part of the Department of Education since that time. Originally DVR was conceived as the Division of Re-education. It was felt that handicapped people needed re-education for new kinds of jobs. From its very earliest beginnings DVR was interested in the problems faced by the mentally retarded, but the resources available to our program at that time were most limited.

In 1943 formal recognition of the need for services of the mentally retarded was built into our law and vocational rehabilitation services were provided, officially, for the first time to these individuals. We found, however, in the late 1950's that the retarded youngster would finish what amounted to a primary program of special education, reach about age 16 or 17, and then be referred to a district office of vocational rehabilitation for services. We soon discovered that this youngster, at age sixteen, was not emotionally, physically, and mentally ready for the world of work. What was needed was an additional service, an additional program of services to bridge this gap between school and work.

Development of Cooperative-Agreement Programs in Minnesota

In the late 1950's several of our more creative counselors in Minnesota and many other states began various kinds of experiments working with the public schools. One of the first approaches emerging from these experiments was the provision of an on-the-job training program while the youngster was still in school. They began providing services to youngsters at an earlier age and in general felt their way along. We had no great body of knowledge to go on in terms of providing services, but our people used their good instincts and filled this gap as best they could.

In the early 1960's we sensed that the efforts that had been made by our counselors needed more organization and formalization. After a great deal of discussion and negotiation with the Federal Government who provides 75% of the funds for the vocational rehabilitation program, the state of Texas initiated a program of cooperative agreements with their public schools. Thus, an individual within the school system was assigned to perform certain vocational rehabilitation functions on a part-time or full-time basis. Those of you who are familiar with it probably have heard this referred to as the "Texas Plan."

There have been a number of articles and discussions relative to the "Texas Plan." We in Minnesota began reviewing the Texas Plan in 1962 and in our deliberations felt that some modifications were needed. In 1964 we came up with what we choose to call the Minnesota Plan—a plan of cooperative agreements with the public schools that has a Minnesota flavor and has certain characteristics that other agreements around the country lack.

What Does the Minnesota Plan of Cooperative Agreements Involve?

First of all let me recapitulate and summarize our objectives and why we were engaged in these kinds of negotiations and deliberations. There were two major objectives we felt needed to be accomplished. Foremost, was the matter of providing more vocational rehabilitation services to more handicapped persons. Our agency, being a state agency, is limited to the number of employees we can hire. This limitation is established by the legislature, and it is very difficult to get the number of employees we need approved by the legislature. Hence, we have never been able to keep up with apparent demand for vocational rehabilitation services.

The second and perhaps even more important objective to be met by these kinds of programs is the bridging of the gap that was previously mentioned. The retarded youngster who reaches age 16, who has probably reached the optimal level of classroom education available to him, was not ready for the world of work. Those are the two major objectives and with that let me describe very briefly what the Minnesota plan is and what it involves.

Under the Minnesota plan, the State Department of Education through the Division of Vocational Rehabilitation and Special Education contracts with a local school district or a combination of school districts to employ a professional person whose title is Vocational Adjustment Coordinator (VAC). The VAC is in a unique position relative to the school system and DVR. He is a bona fide faculty member of the school district employing him and is a functioning staff member and representative of the State DVR.

The VAC has to have certain resources available to him. He needs secretarial help, equipment, supplies, and travel expenses so he can move out of the office and perform his functions. The expenses of these particular units are met in a number of different ways. The salary of the VAC is reimbursed to the district partially by special education funds and the balance by the funds from vocational rehabilitation. The secretarial help which must be available to the VAC is paid for by the local school district itself. The travel funds, for instance to meetings and for serving a particular client, will be reimbursed by DVR. All the necessary equipment--typewriter, desk, etc. that he needs to do his job is provided by the local school district.

In the course of serving clients, the VAC will have need to purchase certain services for the client which will be discussed later. If a service needs to be purchased for the client, such as paying for on-the-job training, the purchase of an artificial limb, or a hearing aid, the VAC uses the funds from DVR. The VAC working in the school district serves all the handicapped youngsters within the school district or within the confines of several districts.

Administrative Structure of Cooperative-Agreement Programs

One of the four main divisions in the Department of Education is the Division of Vocational Rehabilitation and Special Education. An assistant commissioner is in charge of this program. When we established cooperative agreements with the local school district, the VAC was employed by the school district which was technically responsible for his salary. The district office (seven in the State of Minnesota) of DVR is responsible for providing the vocational rehabilitation supervision of these programs. The VAC functions to bring together the resources which are available within the school with the resources available in the field of vocational rehabilitation outside the school to the benefit of the handicapped person.

In the day-by-day process of operating a cooperative agreement program, there is a great need for a strong working tie between our district supervisors, who are in charge of our district offices, and the director of special education, who in most instances is delegated by the superintendent of schools the responsibility for this unit. It is essential that these two persons work very closely together and communicate freely with respect to what each is doing and how he is doing it.

There are certain technical aspects of providing vocational rehabilitation services which must be supervised by DVR. Anything that pertains to the expenditure of vocational rehabilitation funds or services must be directly controlled and supervised by our office. In some cases school districts do not have special education coordinators or directors, and in this case the school person would be someone designated by the superintendent. This person must deal directly with our supervisor and establish close relationship and liaison.

Now you can see the ties relative to the close working relationship between these two divisions within the Department of Education--the Division of Vocational Rehabilitation and the Division of Special Education. The planning, the programming, and the development of cooperative agreement programs is a joint venture between these two divisions and the local school district. The management, the day-by-day running of these units is also a joint venture with certain definite responsibilities relating to vocational rehabilitation. The housekeeping, the administrative affairs, and the program coordination within the school system is the responsibility of the school. In a cooperative agreement unit, there may be more than one VAC.

Current Status of Cooperative Agreement Programs

We have currently twenty-one contracts in effect. These 21 contracts call for thirty-one VAC's, and many of them involve more than one school district. In all, we estimate that approximately sixty different school districts in Minnesota are involved in these cooperative agreement programs. At the present time, the thirty-one VAC's are providing services for approximately 750 handicapped students. This figure is a very conservative estimate, and we will have more accurate figures around July 1.

These programs mentioned are very new and are very much in the developmental phase. The future of this kind of cooperative venture between the public schools and the Division of Special Education and the Division of Vocational Rehabilitation will be one we anticipate and hope will grow and expand. We do feel that the expansion will need to be directed and will be guided more carefully in the future. The program was established in 1964, and at that time we had little in the way of guidelines to work on. While I was somewhat facetious in talking about the Minnesota plan as opposed to the Texas plan, I can suggest that we do have a Minnesota plan because we have had now two and one half—almost three years—of experience with this kind of program. Also, we have made certain changes in the so-called Texas plan that permit us to have a very distinct kind of program.

A Look To The Future

The future of the cooperative agreement program in Minnesota will inevitably be one of growth. We hope that in the coming year we will be able to initiate approximately ten or perhaps more new cooperative agreement programs throughout the state. In the process of deciding where these programs should be located, we are going to be using a set of criteria which will involve a number of factors. In the first place it will be important that a school district wishing to be involved in this kind of program have adequate special education programming for the retarded at the secondary level. Another factor that will be involved in the establishing of new units has to do with the number of handicapped youngsters. There needs to be a sufficient number of handicapped youngsters to warrant this sort of programming. If there is not a sufficient number in one school district, we encourage the school districts to get together and plan a program cooperatively with neighboring districts. We feel it very important that this program have as much attention from our own vocational rehabilitation supervisors as any of the other numerous programs which are under their direction and for this reason our agencies' supervisory capabilities will be considered fully as well.

The last factor has to do with geographical considerations which include such questions as: Are there enough children within a small enough area to warrant this kind of program or is there another program more desirable? Are there certain parts of the state that now do not have these services that perhaps should take more priority over other parts of the state which have more adequate programming? We suspect that the northern, particularly the northwestern, part of the state may be slightly higher on the priority scale, mainly because there are relatively few in this section of the state.

In the very near future we will be developing a form which will provide us with the basic information we will need to determine whether or not and when a new cooperative agreement program can be initiated. These applications will be available in our central office of vocational rehabilitation, the special education section, and in the seven district offices of vocational rehabilitation. Should any person be interested in more information on establishing one of these units, they should feel free to contact the supervisor in their area.

Since the program involves money, financial considerations enter in and we are now in the process of submitting our biennial budget to the Minnesota legislature. They are now acting upon it. Last Wednesday, the Assistant Commissioner of the Division of Vocational Rehabilitation and Special Education--August Gehrke--appeared before one of the committees of the State Senate, where he was questioned about this particular program. He received a great deal of support among the legislators on that particular committee. We will need to know what action the legislature will be taking on our budget proposals before we can make any definite commitments as to establishing new cooperative agreement programs. We anticipate that this will be sometime in April or perhaps May when we will have a clearer picture of our financial situation. So if you have further questions or would like more information about this particular program of cooperation between these three sections of government--the Special Education Department, State Vocational Rehabilitation Department, and the local school district--please feel free to contact the district office supervisor.

Role of the VAC in Cooperative-Agreement Programs

Next, I would like to discuss the role of the VAC. As I mentioned earlier, he is one of the two key persons in the cooperative agreement programs with the other being the special class teacher. First, I would like to dispel any misunderstandings. The VAC is not a teacher. Administrative regulations and sound policy dictate that he is not to teach classes--part-time or half-time.

Since special education funds and vocational rehabilitation funds are involved in this program, one might presume that the VAC spends a percentage of his time in special education and a certain percentage of his time in vocational rehabilitation. This is a notion we wish to dispel, too. The services of the VAC are a blend. He doesn't spend "x" per cent of his time as a special educator and "x" per cent of his time as a vocational rehabilitation counselor. The VAC provides for his clients services that are a blend of vocational rehabilitation and special education.

In a very general way the VAC has four major functions.

1. He provides vocational rehabilitation services to the handicapped students in his district which is the core of his participation in cooperative agreement programs.

2. He consults with the school staff on the vocational problems of handicapped persons. In a sense he is an expert on matters relating to vocations, work, and employment. He is also an expert on the matters of what it takes to get work, what preparation, what background and training is necessary for a handicapped youngster to get work.

3. He works very closely with the special class teacher in the habilitation of mentally retarded students and other handicapped youngsters. He is one of the two key people in the program and the experiences that his students have out in a work-study program are gone over and fed back to the special class teacher so together they can work out the kind of program involving both in and out of school services that the youngster needs to adequately prepare him for work.

4. This fourth reason is not one we often think of or mention but it is a very real one. I think any person in the field of special education or vocational rehabilitation is in a very real sense a promoter of better public understanding and acceptance of handicapped persons—the mentally retarded, the mentally ill, and the physically handicapped. This is performed sometimes in a less obvious or less direct manner. Perhaps the VAC does more than he realizes by the virtue of the numerous requests that he has to address groups. One of the things we found in the two and one-half years of our experience with this program was that our VAC's average approximately one talk per month and some of them many more to interested groups—the Kiwanis groups, the PTA's, and to many other service groups and organizations. I mention this because the social climate available for handicapped persons has a very direct bearing on the ultimate effectiveness of any programs which we are dealing with and are developing. If the public will not accept the mentally retarded or any other handicapped group as worthwhile, useful human beings, our efforts will be of limited value. So I want to underscore the promotion of a better understanding on the part of the public. Usually the VAC's are involved in quite a bit of this activity.

Let me expand briefly on the functions of the VAC. The first function with respect to a handicapped individual is what we might call a diagnostic evaluation. He finds out what the individual situation is, such as the medical situation—using the family doctor or other medical resources. Socially—what kind of family situation does the young person come from? How will this affect his vocational planning? Psychologically—what kind of personality and aptitude attributes does the client have that can be capitalized on from a job standpoint? Vocational—what kind of abilities and skills does the young man have now? What kind of potentials does he have for learning an occupation?

On the basis of the diagnostic evaluation, a program of services is developed cooperatively with all the school persons especially the special education teacher, the school counselor, and the school psychologist designed to habilitate the handicapped person. The services that the VAC may provide depend on the needs of the student and may include medical services, certain kinds of artificial appliances, or counseling services that are coordinated closely with the work of the school counselor. The VAC and the school counselor need very clear channels of communication to work together effectively.

One feature of this whole program that has claimed more prominence has to do with the role of the VAC in establishing a work-study program. One of the very important functions of the VAC is to establish and maintain the work portion of a work-study program. In doing this he will work very closely with all of the school officials.

A work-study program may involve assignments within the school or work assignments outside the school. In the process of developing this program, he will and has to, in order to be effective, solicit and receive the cooperation of all school officials and many citizens and businessmen of the community. There are other training services that may be provided—on-the-job training where the training is actually provided by the employer at the place of business, vocational school training, occasionally college training, for those handicapped individuals that need this for employment, and other kinds of training. Maintenance and transportation is a supplementing sort of service that is provided so that the individual can take advantage of some of the other services.

A service area that is becoming more prominent in the entire rehabilitation movement is the services provided by Rehabilitation Facilities and Sheltered Workshops. I think persons far more experienced could spend many hours explaining the role of workshops in the process of rehabilitation of handicapped persons. The VAC is the person who establishes the individual client's need for the service of a rehabilitation facility or sheltered workshop. The VAC gets the youngster to the shop, makes sure the problems are ironed out, and when the person is finished with the workshop, makes sure that there is a continuum between this service and actual employment. So this is what you might call the service phase, and the final phase is job placement.

In the work-study program and in on-the-job training, job placement is rather indistinct. The person on On-The-Job training might be employed by the trainer at the end of the training period. In many instances, however, the VAC has to actually take the handicapped person out, find him a job and follow up when he is on the job, because when minor problems come up after two or three weeks on the job, they must be ironed out satisfactorily. This is in essence the major functions of the VAC. This is what the VAC does as he provides the services of vocational rehabilitation to the handicapped youngsters in the school district.

Summary

In summary I would suggest that we are very pleased with what we choose to call the Minnesota plan of cooperative agreements. We recognize that nothing is perfect, that there is need for improvement and refinement in this particular plan. We need to explore other ways in meeting the needs of the handicapped youngsters in public schools. There are schools that are too far removed, or that have populations too small to warrant this kind of program. We need to develop ways to provide vocational rehabilitation services to youngsters in these settings as well.

I would encourage you if you have questions about this to feel free to ask them. What I have tried to do on the functions of a VAC is to give you some of the commonalties that run among the thirty-one different vocational adjustment coordinators around the state.

DEVELOPING A VOCATIONALLY ORIENTED CURRICULUM FOR THE MENTALLY RETARDED IN SECONDARY SCHOOLS

Irene Herk
Consultant in Mental Retardation
State Department of Special Education

One of the major criticisms of public education programs for the mentally retarded is that their curriculums lack the necessary ingredients for preparing the retarded person for employment. In an effort to rectify this deficiency, many schools are giving consideration to the development of work-study curriculums for secondary mentally retarded students. This morning I wish to discuss with you some of the principles in developing such a curriculum.

What Does The Term Curriculum Mean?

Traditionally it has meant the subjects taught in school, the course of study for the second grader or the course of study in the ninth grade class. Today we view curriculum differently. Today curriculum means all the experiences of children. It is the result of efforts on the part of the adults in the community, in the state, and in the nation to bring to children the finest, the most wholesome influences that exist in our culture.

This definition applies to all students—the mentally retarded, gifted, crippled, hard-of-hearing, and the "normal" child. But the definition reads too quickly. It is so short that its significance escapes us. This broad concept of curriculum means that it exists only in the experiences of children.

Curriculum does not and cannot exist in textbooks, in plans, in curriculum guides, or in the good intentions of teachers. Curriculum includes more than content to be learned. When the content that you are teaching becomes part of the experiences of your children, then you have curriculum.

Curriculum is an enterprise in guided living. The school provides a special environment that has been edited, systematized, and simplified for the student. Curriculum is the learning environment of the school, and it has been deliberately arranged to channel the interests and the abilities of a particular student by means of a master plan to an end result. That end result is to achieve effective participation in life, in the community, and in the nation. Because of this, the curriculum worker—the teacher—must not only be concerned with the content of the subject he teaches but also with the skills that he has to promote within the student.

In summary, curriculum is a life-centered school. If you accept this broad definition of curriculum, the next question is this. How does one develop curriculum? To do this let us first build a construct for curriculum.

A Conceptual Construct for a Curriculum

A curriculum requires objectives. What are the goals of your curriculum? What are you aiming for? Why is a certain set of objectives at a particular time needed in the total program? It must be stressed that the objectives should be both long range and short range. We are talking about day-to-day goals, the whole span of goals, and subject goals.

A curriculum requires structure. If we are proceeding from one point to another point of development in organization, the design of a sound framework is needed. A curriculum requires specific content. What are the subject areas that are vital to a particular portion of the curriculum? What competencies should be stressed and to what depth should they be stressed? Timing of the presentation of specific content is another significant area of consideration. Moreover, a curriculum requires room for continuous planning. There has to be an accommodation for change—a built-in flexibility which fits each child. A curriculum is built to suit children. The reverse is not true. Children should never be fitted to the curriculum.

A curriculum must provide for evaluation. Evaluation procedures must be comprehensive enough to satisfy physical, social, emotional and mental development. Furthermore, evaluation must be continuous and cooperative.

Let us quickly review our construct for curriculum (Figure 1). Curriculum broadly defined requires objectives, structure, specific content, room for continuous planning, and evaluation. To achieve all this, however, the curriculum builder must bring to the task certain skills and knowledges. The curriculum-building process is dependent upon (1) knowledge of child development, (2) knowledge of principles of learning, (3) knowledge of teaching methods, (4) knowledge of the disability of the student, and (5) knowledge of the interaction of human relations.

FIGURE 1
CURRICULUM CONSTRUCT

CURRICULUM BROADLY DEFINED REQUIRES:
1) OBJECTIVES (GOALS)
2) STRUCTURE
3) SPECIFIC CONTENT
4) ROOM FOR CONTINUOUS PLANNING
5) EVALUATION

THE CURRICULUM-BUILDING PROCESS IS DEPENDENT UPON:
1) KNOWLEDGE OF CHILD DEVELOPMENT
2) KNOWLEDGE OF PRINCIPLES OF LEARNING
3) KNOWLEDGE OF TEACHING METHODS
4) KNOWLEDGE OF THE DISABILITY OF THE STUDENT
5) KNOWLEDGE OF THE INTERACTION OF HUMAN RELATIONS

Developing a Curriculum Construct for Mentally Retarded Classes (Figures 2 & 3)

Now that we have a construct of curriculum let us impose a curriculum construct to educable mentally retarded classes. But before we do this, let us begin with a common reference point, one that we all are familiar with. Let us begin with regular programming. The desired goal that we are talking about, the long-range objective, is employment for all students. One goal we seek through education is that students become economically self-sufficient as adults.

The need for men to work is basic to our culture and is indeed basic to the dignity of the man himself. The effort to achieve this goal through a school-based operation begins in early elementary years and step by step the student moves up the ladder until he reaches grade 12. Then he is judged ready to join the employment ranks. But what about EMR programming?

Here we have the educable retarded avenue to adulthood, of course, based on a school experience. Here the steps are extended but the goal—gainful employment—is the same. To finish, let me just add one other part, education for the trainable retarded, thus bringing a little balance to this total scheme for the re-education of the retarded school population.

Here are the steps further extended. The desired goal in this is sheltered work. Some will, for a variety of reasons, eventually require institutionalization. This doesn't in all cases relate to their ability to work. It may be that an unsolvable kind of family situation requires institutionalization for them.

Curriculum according to our definition is this--the entire spectrum of the program as we choose to look at it. This is the long-range view of it. Curriculum is also just this portion of the program as we choose to look at it—a shorter view of curriculum. Curriculum is also the experiences of a student within a single day at the level of programming.

We all accept the notion of a progressive and sequential movement toward the completion of a program. It is all part of our educational system. We have grown up with that notion. Students move from one point on the ladder to the next. They move from one achievement level to the next. It is an orderly sequence of program built upon a previous level of competence. What takes place at any level is dependent on and takes root in that which preceded it.

The Primary Program

In order to develop a curriculum for secondary mentally retarded students, we must be familiar with primary and intermediate mentally retarded programming. The primary program includes students with chronological ages of 6-9. The emphasis of the curriculum content is on readiness and this we accomplish through "broad enrichment." The specific content of this curriculum then is reading readiness, and it includes activities such as identi-

FIGURE 2
CURRICULUM CONSTRUCT FOR MENTALLY RETARDED CLASSES

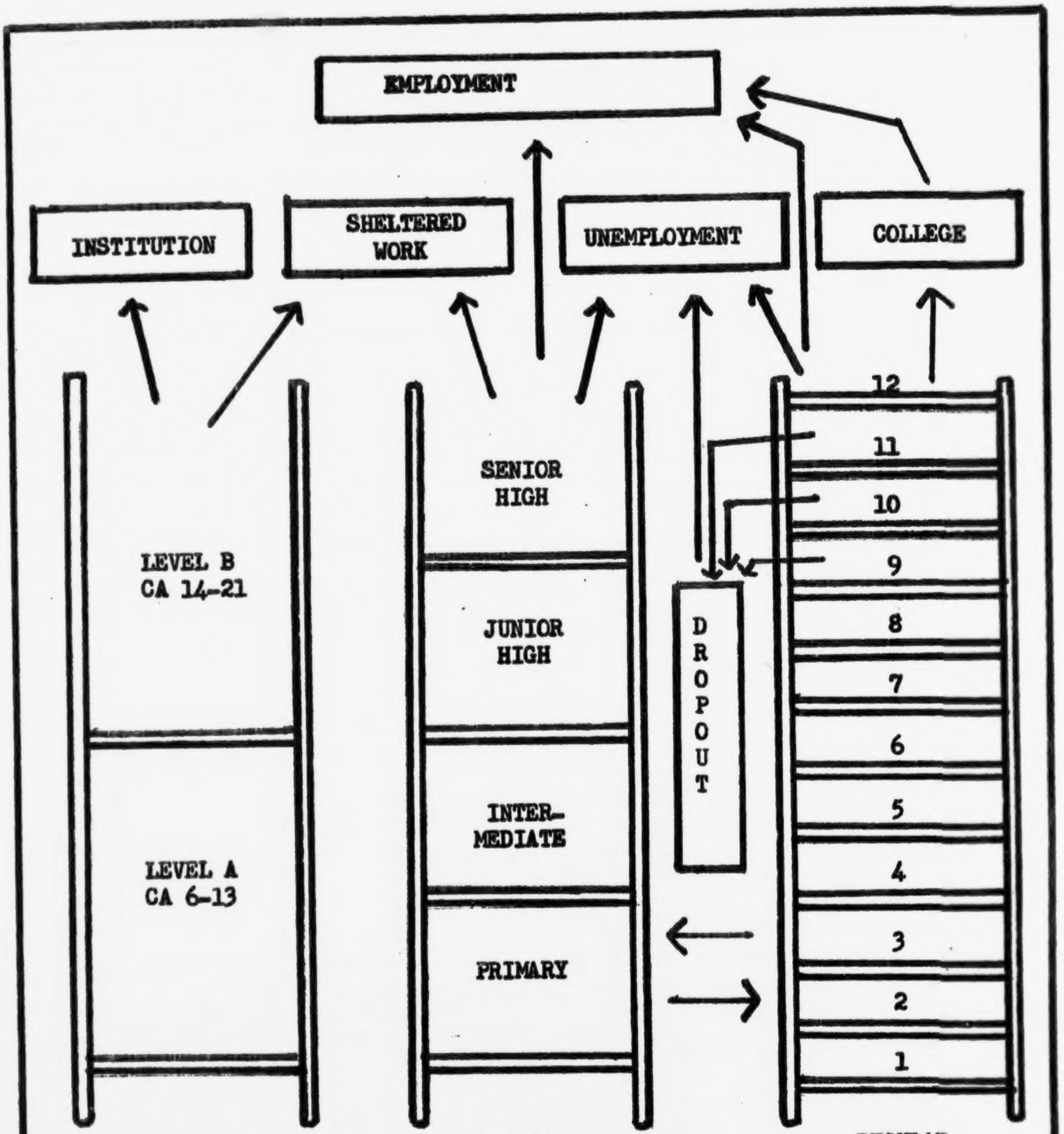
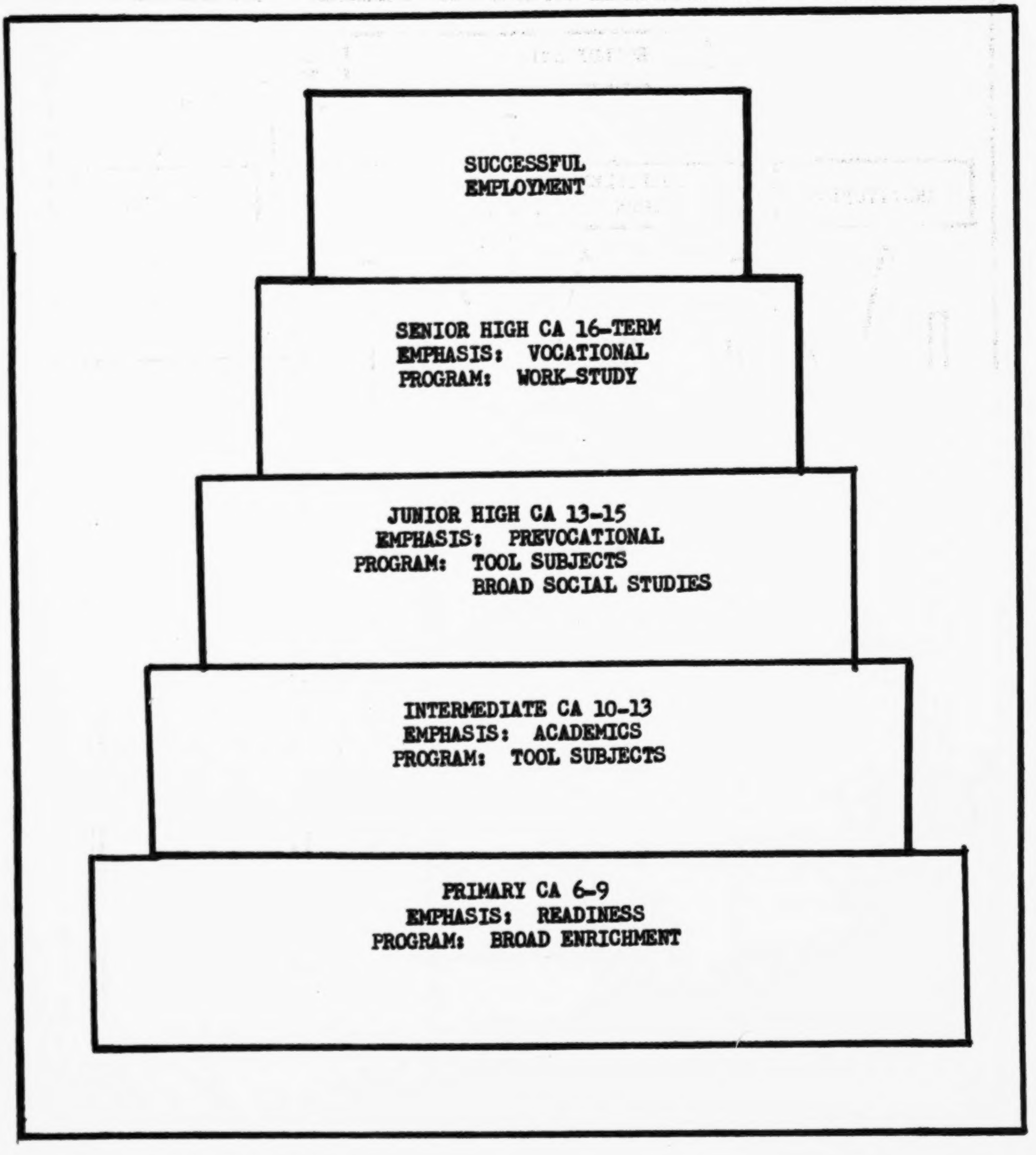

EMPLOYMENT
INSTITUTION
SHELTERED WORK
UNEMPLOYMENT
COLLEGE
LEVEL B
CA 14-21
LEVEL A
CA 6-13
SENIOR HIGH
JUNIOR HIGH
INTER-MEDIATE
PRIMARY
DROPOUT
12
11
10
9
8
7
6
5
4
3
2
1
TRAINABLE RETARDED EDUCATION
EDUCABLE RETARDED EDUCATION
REGULAR EDUCATION

FIGURE 3
EDUCABLE RETARDED PROGRAM


SUCCESSFUL
EMPLOYMENT
SENIOR HIGH CA 16-TERM
EMPHASIS: VOCATIONAL
PROGRAM: WORK-STUDY
JUNIOR HIGH CA 13-15
EMPHASIS: PREVOCATIONAL
PROGRAM: TOOL SUBJECTS
BROAD SOCIAL STUDIES
INTERMEDIATE CA 10-13
EMPHASIS: ACADEMICS
PROGRAM: TOOL SUBJECTS
PRIMARY CA 6-9
EMPHASIS: READINESS
PROGRAM: BROAD ENRICHMENT

fication, likenesses and differences, auditory discriminations, visual discriminations, number readiness, quantity, rote counting, comparisons, big, little, tall, short, under, and on top of. It also includes following directions, acceptable group behavior, good work and clean-up habit formation.

At this level, there is a major emphasis on language. The verbal skills that are necessary for communication are vital at this point in the program. We are talking about skills that help the child to express his ideas and enable the child to have the ability to develop concepts. Our greatest consideration must be that children are learning that learning can be fun, that they are capable of learning, and that learning of and in itself is a satisfying experience.

The Intermediate Program

The intermediate program includes students with chronological ages of 10-13. The emphasis of the curriculum content at this level is the academic skills. We attempt to accomplish this through a program designed to emphasize the tool subject areas of reading, writing, and arithmetic—the old 3 R's. While the scope of the program at this level includes music, social studies, and physical education, the thrust at this level is the basic fundamentals of reading and arithmetic.

The Junior High Program

The junior high program includes children with chronological ages of 13-15. The emphasis of the curriculum content is pre-vocational. This is accomplished through a program of: (1) the extension of the academic skills of the previous level, and (2) an orientation to the world of work through a broad social studies program. In the portion of the program that deals with orientation to work, the technique to use is the unit method. Units should be developed which deal with getting the student ready for the working world, units which emphasize personal grooming, proper work attitudes, accepted work habits, opportunities available in the community, guidance, peer and social relationships, and so forth. A strong word of caution at this point. Do not be premature in the content of the units at this level. Don't be in a hurry to get your students out on the job.

The goal of the teacher at this level is to help the student achieve the readiness for the vocational programming which comes later. Just as the primary level is at the readiness level for the intermediate level, the student at the junior high level is at the readiness level for the senior high work-study program. It is at this level that the teacher teaches for job readiness by drawing upon the student's current experiences. To talk about how to budget an imagined pay check that he is going to receive three or four years from now has no meaning for the student. At this time in his life he could care less about three or four years from now, but to talk about budgeting of money he has earned by shoveling snow or by babysitting or some other thing that has happened to him right now this is something else. This is a sound foundation for learning the basics of budget and will be of even greater meaning to him when he is budgeting his pay check from on-the-job placement at the next level in his development. We must realize the impact of the lessons that we bring to our students by presenting material prematurely and then finding out to our dismay that we are repeating the same material over and over again. The student has just got to be fed up with the rehash of the same material at the same comprehension level from one class into the next class, and this makes it essential that the secondary teachers--junior high teachers and senior high teachers--must work cooperatively with one another and with the VAC.

Field trips are particularly valuable at this level--trips to restaurants, museums, office buildings, credit offices, insurance agencies, and various places of employment in the area. These kinds of experiences stimulate discussion and provide a very valuable exposure to the complexities of life and work.

The Senior High Program

The senior high program includes students of chronological ages of 16 to their termination of the classroom program. Finally, of course, after we have built the pyramid, we come to the end result. (See Figure 2) This is our long-range goal--successful employment.

The emphasis of the curriculum at the senior high level is vocational. This is accomplished through a work-study program. What we mean by this term is actually a half day of work and a half day of study. The study portion of the work-study program (Figure 4) includes areas of study like occupational education, broad social studies, practical skills, driver training, physical education. Under the heading occupational education, we should include specific content that deals with applied reading, management of money and material, and employment information. Under the category of broad social studies we are referring to topics like citizenship, communication, physical and mental health, social adjustment, travel safety. Under the topic of practical skills we are talking about the specific content of homemaking, home repair, and simple maintenance, home economics, leisure time. We don't want to forget about the next important area of training for the mentally retarded--driver training. Finally, we don't want to forget about physical education. I think that it is important that these people still are on a program of muscle building or whatever your physical education program is in your school district.

The curriculum at this level now becomes very practical and it is directed at being supportive of and intricately meshed with the work situation. The student who is out on a job placement at a gas station is really having a serious problem because he can't use the adding machine. The number placement on the machine confuses him. He doesn't know what to make of it. However, the information is relayed by the vocational adjustment coordinator to the teacher and this then leads to curriculum content for that classroom. Let me emphasize that this becomes possible because the vocational adjustment coordinator and the teacher have frequent conferences about the students who are in a work-study program.

FIGURE 4
RECOMMENDED CONTENT FOR THE STUDY OF A WORK-STUDY PROGRAM FOR SENIOR HIGH EDUCABLE RETARDED STUDENTS
(CA 16 TO TERM)

- OCCUPATIONAL EDUCATION
  - APPLIED MATH
  - APPLIED READING
  - MANAGEMENT OF MATERIAL/MONEY
  - EMPLOYMENT INFORMATION

- BROAD SOCIAL STUDIES
  - CITIZENSHIP
  - COMMUNICATION
  - PHYSICAL/MENTAL HEALTH
  - SOCIAL ADJUSTMENT
  - TRAVEL
  - SAFETY

- PRACTICAL SKILLS
  - HOMEMAKING
    - HOME REPAIR/SIMPLE MAINTENANCE
    - HOME ECONOMICS
  - LEISURE TIME

- DRIVER TRAINING

- PHYSICAL EDUCATION

We are now at a level in the curriculum where we should be working in the curriculum on a budget that is based on the pay check the student actually receives. Now the opening of a savings account or a checking account has real meaning. Now the emphasis on grooming which had been discussed before at the junior high level because it was important for peer and social reasons takes on an added dimension. Now good grooming is important because it is what enables him to get a job and this is what enables him to keep a job. It is a vital part of the program. Now some very practical and true-to-life lessons in comparative buying can take place. Earned money enables your student to purchase a sweater that is currently in in the high school program--that has real meaning to him right now. It is going to really teach him a lesson in comparative buying. All these things are most essential and vital for curriculum content at the senior high level of an educable retarded class.

Although the emphasis at the senior high level is vocationally oriented, it is important that we recognize the fact that a job placement by the vocational adjustment coordinator is an integral part of the students' school curriculum. The job placement cannot be conducted or viewed as an extra appendage to the school program. Learning takes place in both spots--in the classroom and on the job. The job of the senior high teacher of the mentally retarded is to see to it that the two areas of learning support and complement each other. When he does this, his curriculum will stand tall under the most critical test of evaluation.

ADMINISTRATIVE DIRECTIONS IN SCHOOL-WORK EXPERIENCE PROGRAMS

Jim Geary
Director of Special Education
St. Paul Public Schools

Mrs. Herk and Mr. Spears have pointed out the need for sound curriculum objectives and a continuity of service between special education and vocational rehabilitation as basic considerations in a program for the mentally retarded. Mrs. Herk, among other things, stressed the total program needs of the trainable mentally retarded child although recognizing the fact that many of our school rehabilitation programs at this time emphasize the rehabilitation of the educable retarded child. Mrs. Humphrey also spoke from the frame of reference of the trainable retarded children. Parent groups who have to a great extent pioneered national as well as Minnesota special education legislation have expended efforts on behalf of the child who has a severe handicap. I was glad the problems of the more severely retarded were brought out because it is a part of our work that must be given its full share of attention. I am sure we will see school rehabilitation programs serve the full spectrum of mental retardation as these services continue to develop.

The St. Paul Public School-DVR Cooperative Agreement Program

When I left the State Department of Education and joined the St. Paul Public Schools, the St. Paul teachers expressed the need for an end goal toward which teachers could direct their curriculum effort. They wanted more meaningful and practical experiences for the retarded pupil with whom they were working. Actually this became our first order of business and we began at the last point of senior high school programming for the retarded and began effecting significant program and curriculum changes.

The St. Paul public schools had a very specific part in the development of the Minnesota cooperative agreement. At the state level Vern Schultz and others gave invaluable leadership. Our approach at that time was aimed at getting a project grant to demonstrate a school-work experience program. In the process we projected what was desirable in a demonstration project and had the opportunity to study the Texas Plan, the Pennsylvania Plan and others. As a result of this close effort between the St. Paul Schools and those at the state rehabilitation and special education level, the Minnesota cooperative agreement plan between the State Department of Education and local school districts emerged.

With the assistance of individuals like former commissioner Johnson, present Assistant Commissioner of Rehabilitation Mr. August Gehrke, Axel Peterson, Marvin Spears and others, it became possible to advance a Minnesota state plan rather than carry out a project which would benefit only one school district.

The financial features of the plan called for a commitment of special education funds (four thousand dollars per coordinator). This amount assured federal matching funds to pay the total cost of the school rehabilitation vocational adjustment coordinator. There were, of course, additional expenses which were to be handled by the school district. Our state educational leaders had definite reasons for committing money to this plan.

First of all, they wanted dynamic curriculum innovations. They were very concerned with the continuity of special education services for the handicapped. When we discuss continuity of service, those of us who have worked with the Division of Vocational Rehabilitation know that they have the necessary means for offering the services that schools are unable to for the handicapped youngster. When you think of what we need in school programs for children below the age of sixteen, i.e., procuring diagnostic services, providing direct instructional services and making facilities available, we recognize why the school program has lagged as a result of not having the necessary financial resources. Title VI of the Elementary and Secondary Education Act, which hopefully will be enacted soon, will make available funds to do the full job for which the schools have responsibility. Title VI is going to help us integrate the school and vocational rehabilitation programs in a manner which should be more meaningful for the retarded and others.

A significant factor not yet fully interwoven in the cooperative public school-vocational rehabilitation proposal is a structured plan for establishing programs in those districts where an inter-district organizational structure is essential to special education programming. It is hoped that as school rehabilitation work experience programs develop small and adjacent school districts will find some means to join these programs and bring service to their older retardates. This program offers an opportunity for the school districts to share services when it is not feasible to do so alone.

Administration of Cooperative Agreement Programs

Earlier, Mr. Spears made reference to the dual nature of the administration in cooperative agreement programs. The rehabilitation aspect is quite clear in its directives that technical aspects of this program are within the domain of vocational rehabilitation. This includes the determination of eligibility, evaluation and assessment procedures, and other services such as counseling, vocational training, work experience, job placement and follow-up. The vocational adjustment coordinator authorizes funds, so federal guidelines are very specific in this respect.

In the original guidelines, the term "housekeeping duties" was deemed the responsibility of the school. The role of the school I must emphasize is far from a housekeeping role. The communication between the vocational adjustment coordinator and classroom teacher on curriculum, the coordination of the entire program with guidance counselors, principals, school social workers, nurses and other school personnel is as basic and important ingredient as are some of these technical aspects. There is a blend here but one without the other, as Mrs. Herk pointed out, does not provide us the whole program that is necessary.

Problems of Administrative Direction

As these programs develop, I am hopeful that in the future, vocational rehabilitation will view cooperative agreement programs as requiring only liaison with the state and district offices, not direct supervision. The principle of abiding by standards and regulations such as currently set by the State Department of Education for personnel in local school districts could be applicable to vocational adjustment coordinators. In other words, might we find more delegation to local districts of both technical as well as "housekeeping functions" especially as rehabilitation "know-how" gains at the local district level? This would result in greater administrative efficiency.

In vocational rehabilitation there are levels of vocational rehabilitation services. The cooperative agreement program is a school district level of service. If the complex "service" type of approach is going to be constantly handled at the state level and the district office level, then there needs to be some attention devoted to streamlining procedures and utilization of local personnel who have gained the knowledge to do an effective job. Hence, certification and experience criteria for vocational adjustment coordinators also become an important consideration.

We are seeing, as more of these services become available, that private and public involvement becomes part of the blend. As federal monies are channeled for the education of handicapped children, there is a responsibility to see that every child receives his share of service. The program must include the child who is not within the specific domain of the public school educational program. The money is not coming for a "public school" group of handicapped children but for handicapped children—the more severely handicapped as well as the less handicapped in public and private agency programs.

It is hoped that in the future vocational rehabilitation personnel will become flexible in their application of services to the older retarded student. For example, we may find in working with him that he needs remedial reading. In terms of the individual's neurological development and degree of motivation, remedial reading as an adjunct to the work experience becomes part of the total rehabilitation plan. We could talk about this in terms of driver education, transportation costs and many other areas. Schools need this kind of assistance if the total job is to be accomplished.

As these programs expand, we should look at all the children who require special education. When I was in the State Department of Education and went to a small school district, they were not talking about large numbers of blind, severely retarded, or crippled children. So the problem in terms of its size and its staff can become minimized by the very nature of relating it only to numbers of children who were almost self-identifying. But there are children who don't identify themselves so well, such as (1) the child with a subtle neurological impairment or emotional disturbance; (2) the child with a learning disorder; and (3) the child who does not fit the medical and sociological categories as we know them, but who has a real discrepancy between his level of achievement and his tested potential. I'm sure as these programs develop that they are going to be tremendously meaningful to that child as well as the others.

Summary

In the past we estimated that ten per cent of the children population required special education and rehabilitation. The number has significantly increased due to the greater awareness of the problems of the retarded population. We have assembled here today to explore ways of increasing the effectiveness of services for the mentally retarded. It is without doubt that special education and vocational rehabilitation together have the potential to accomplish this goal.

THE ROLE OF THE SPECIAL CLASS TEACHER IN SCHOOL-WORK EXPERIENCE PROGRAMS

Norman Cole
Coordinator of Special Education Classes
Duluth Public Schools

My charge is to discuss the role of the special class teacher in school-work experience programs. In order to perform the many roles ascribed to him, the special class teacher must first understand the world of work. If he is to communicate with students as they return back to the classrooms, he must have knowledge about jobs in the community, an understanding about the mental capacity required for specific jobs, the time required to adapt to different jobs, and the judgment factors involved. It is extremely difficult to understand how a teacher can empathize with the kinds of problems the students bring back from the community, unless he is cognizant of the problems encountered by students.

Another role of the classroom teacher is to fully understand the varied resources in the community that can be utilized in assisting the student. Teachers working with these students must understand the role of DVR under the cooperative agreement programs, what resources the school offers, and the mental health clinic's contribution to their particular job. In other words, the teacher must be an expert in terms of community agency functions, if he is going to serve these children.

Another major role of the classroom teacher is to be an expert on child growth and development. In the world of adolescents, and particularly those with handicaps, there remains a real need to have an adult figure serve as an anchorage. Hence, the teacher must be an expert on the dynamics of human behavior.

The teacher must be able to communicate information. To know what to teach as well as how students learn is not enough. The teacher must assume the role of a communications expert, that is, an expert on techniques of group discussion, role playing, and audio-visual aids.

Obviously, we could extend the discussion on the major roles of a teacher, but it is enough to say that this individual must be committed, intelligent, and have initiative to successfully complete the process of education and habilitation. Many of you will not agree that a teacher can function and be an expert in all of these areas. However, the program I want to present to you today is one which will illustrate how a teacher can and must perform many roles in the education and habilitation process.

CLASSROOM PHASE

Currently enrolled in this new program entitled School Habilitation Program are students who have had difficulty for a number of years with school tasks which relate primarily to academic material such as reading and mathematics. Previously another school program provided a meaningful curriculum to approximately one out of every four students who were enrolled. The drop-out rate for secondary special students has been about 70% over the past few years.

The School Habilitation Program has five essential elements: (1) job placement in the community; (2) production of useful products by academically and mentally retarded students; (3) a high staff ratio of professional people to help young adults learn about jobs; (4) practical information about occupations; and (5) a highly sophisticated program which involves the educational concept of individualized instruction.

The new program is coordinated by the offices of Special Education and District Office of Vocational Rehabilitation. It involves a staff of master teachers within the secondary schools, a professional staff of school rehabilitation specialists in the Training Center at Bryant School, and a highly trained technical staff of Vocational Adjustment Coordinators who work in the community with employers, students, and numerous social agencies. Each of these professional groups has a vital role to play in the new School Habilitation Program. Staff members in the secondary schools depend on information from the other two professional groups in determining his program.

Physical Setting

Classrooms at both Denfeld and Central Senior High Schools are equipped to meet the demands of the new individualized instruction process. Each classroom is equipped with tables and chairs that can be stacked and folded for immediate flexibility within the room. Storage cabinets are available to provide easy access to tools and materials by the teacher and students. Numerous filing cabinets are being used to allow for retrieval of literature on occupations, student assignment contracts, magnetic tapes, 35 mm. slides, and 8 mm. movies. Tape recorders, strip film projectors, overhead transparencies, and other A.V. equipment is used by the student in order to complete his individual assignment contract. Many types of individual record filing systems are used to allow for constant follow-up on student progress in the individualized program.

Curriculum

The curriculum content for these secondary-age students provides information on occupations, personal hygiene, use of leisure time, an overview of the fine arts field (including music, painting, and literature) and concentration on useful mathematical skills (e.g., making change, budgeting). In addition, time is allotted for individual student electives in driver education and other meaningful regular courses.

In order to provide a sequential presentation of subject material to the students throughout three years of secondary school, the following curriculum is being used at this time:

Sophomore Year

Work Evaluation and Adjustment, 2 semesters	3 hrs.
Job Preview, 2 semesters	1 hr.
Individualized Occupational Study, 2 semesters	1 hr.
Applied Mathematics, 1 semester	1 hr.
Family Living, 1 semester	1 hr.

Junior Year

Work Training, 2 semesters	3 hrs.
Individualized Occupational Study, 2 semesters	1 hr.
Applied Mathematics, 1 semester	1 hr.
Elective (Driver Education, regular academic class), 1 semester	1 hr.
Social Problems Leisure Time } 1 semester	1 hr.

Senior Year

Work Training, 2 semesters	3 hrs.
Individualized Occupational Study, 2 semesters	1 hr.
Humanities, 1 semester	1 hr.
Social Problems, 1 semester	1 hr.
Applied Math, 1 semester	1 hr.
Leisure Time, 1 semester	1 hr.

Course Content

The individualized occupational study (I. O. S.) course is designed to provide information on numerous occupations at a reading and comprehension level commensurate with student's ability and interest. The classroom functions as a center on occupational information where each student is given a contract to study specific information on a given occupation.

Service occupations may include (1) hotel and motel maid service, (2) dishwasher, (3) kitchen helper, (4) nurse's aide, (5) janitorial helper, (6) salad maker, and (7) other related services.

Each service occupation is studied in terms of the setting, wages, tools and equipment, judgment, safety, hygiene, working hours, working conditions, and skills. For example, the job of kitchen helper entails information on: (1) recognition and use of kitchen utensils; (2) proper dress; (3) study of cleaning and maintenance of various types of steam tables; (4) personal cleanliness in the kitchen; (5) use of detergents for cleaning tables and doing dishes; (6) judgment in and around the kitchen as far as safety factors, (e.g., water or grease on the floor) or judgment in wasting food, (e.g., cutting up vegetables and butter) and handling hot foods; (7) cleaning vegetables; and (8) making toast.

The student and teacher first have a general discussion on the occupation of kitchen helper. The student will then make an appointment to visit a place of business which employs a kitchen helper. Prior to his visit the student previews a slide series with taped narration which will call to his attention the specific items he is to look for on the visit. In addition, a check sheet is prepared for the student to take with him on the visit. The slides, colored pictures of the kitchen and all its characteristics, are taken by the lead teacher working in both secondary schools prior to the assignment of the student to study the job of kitchen helper.

On returning to the classroom from the visit, the student will have an opportunity to discuss his visit with the teacher and will then receive a contract requesting him to go to specific areas of the room or center to retrieve information on various aspects of the job of kitchen helper. For example, the contract may request the students to study written articles on detergents used for dishwashing, or write or dictate a report on handling of hot foods in the kitchen, or possibly review a taped-slide presentation on care and maintenance of steam tables, and then answer questions on the series.

The I. O. S. course is detailed and lends itself to providing information in depth on various occupations. It includes information on subject matter such as sweeping compounds, sizes of sewing machine needles, models of electric toasters, and kinds of tools used in auto body work. The major factor determining the contents of I. O. S. is the types of jobs being filled by the students graduating from the program.

The humanities course is offered to senior-year students to familiarize them with the fine arts. It is a part of the general education given each of the students enrolled.

This course is conducted on an individualized basis with contracts given to students, assigning them to review a specific tape recording, a special literature lesson written by the teacher, or some specific commercially prepared materials on a given composer or artist. Teacher-led group discussions are held frequently to assist students in discussing the various personalities or art works which they have been studying. Frequent visits, such as to art galleries, are required of the students.

The leisure-time activity course is becoming increasingly more essential as automation tends to make it less necessary for adults to work long hours. The American way of life has always provided opportunity to learn how to use time effectively for maximum earnings, but there has been little attempt to teach Americans to use their spare time effectively.

Leisure-time activities attempts to provide students with social skills which will enable them to relate with others with similar interests in the community. Research indicates that it is more essential for an adult to have the ability to relate with co-workers on and off the job than to have superior skills in doing the actual job. It is with this rationale in mind that this course has been introduced into the Secondary School Habilitation Program.

In the method used to present the material, the teacher determines what the members of the class would like to learn, such as knitting, card playing, bowling, discussion techniques, or hunting. Material has been gathered on numerous leisure-time areas, and the students are assigned to study and learn a number of skills that the teacher and student determine appropriate. For example, a group of boys are assigned to read articles on outdoor sports and discussions are conducted within each group. Visits to bowling alleys are made to try the sport, to see the appropriate use of clothing, to learn to keep score, to make change, and to determine the cost of bowling. These experiences are all discussed in the classroom following the visit.

The applied mathematics course uses, as the primary method of teaching basic mathematical concepts, programmed individualized instruction. Audio-visual equipment is used to supplement the teacher's presentation to the student. For example, a student who is limited in his ability to read and write and is presented with a contract that requires him to complete a series of linear measurements may in many instances learn the concepts only by A-V devices. A taped narration is made available for him to listen to as he reads his contract. Also, a slide series is available. This will show actual pictures of the required task being accomplished. The main areas of concentration include linear measurement, time, money, weight, and liquids. Much time is devoted to having the students estimate quantities in each of these areas.

The job preview course is available to the sophomore students who are attending the Bryant Work Center. At the Center work is divided into the following four areas: salvage, clerical, domestic work, and assembly and production. In order to effectively make the liaison between the school classroom phase of the School Habilitation Program and the Bryant Work Center, it is essential that a portion of the program of each classroom phase be coordinated with the other phases in the work center.

During the class period of job preview, the students are requested to study, in their high school classes, the actual job they will be doing upon arrival at the Work Center. For example, the Work Center may be involved in taping, re-threading, and polishing a number of various size bolts and nuts for a local construction firm. The tools, materials, and the written contract developed by the Bryant Work Center staff, which details exactly how the job is to be done, are brought into the classroom.

The written contract will be analyzed for vocabulary, tasks to be performed, and other factors necessary to complete the bolts-and-nuts job. Students are given an opportunity to read and discuss the written contract. Slides are available to allow the student to visualize the sequence of operation, e.g., sort the bolts, clamp in vise, polish on electric grinder, use tapes and dies, and so on. In addition, the classroom is equipped with demonstration equipment, e.g., workbench, basic hand tools, vises, etc., to allow each student to work through each operation requested in the written contract.

At the Bryant Work Center, concentration is placed on the actual teaching of the skills, habits, and attitudes necessary to the project. Each sophomore student receives approximately ten days of preview prior to his actual assignment to the project in the Work Center. The sophomores receiving the course are divided into four crews which represent the four areas of work conducted in the Work Center.

Personnel in Classroom Phase

Three staff teachers and one teacher aide are assigned to the classroom phase. The lead teacher gives time to Denfeld and Central in teaching and coordinating their programs. In addition, he spends two to three hours per week in the Bryant Work Center studying the tasks each student is working on. It is the responsibility of the lead teacher to work with the other two teachers assigned to the high schools in developing materials for the classroom phase. He has major responsibility for the individual occupational study and job preview courses.

The two other staff members have major responsibility for developing all other courses, e.g., humanities, applied mathematics, social studies, leisure-time activities, and electives.

A teacher aide is available to each member of the staff for typing, ordering, dictating, helping students to read assignments, posting evaluative information on students, and other related activities.

LABORATORY PHASE: THE BRYANT WORK CENTER

The Bryant Work Center provides a unique educational experience for young adults during their sophomore year in high school. This Center allows professional teaching staff to observe and evaluate students in a nontraditional classroom setting. Each student is required to attend the Work Center on a one-half day basis, five days per week.

Its program is patterned after programs that have existed for many years in sheltered workshops around the country. The content of the program can be divided into two major areas--Evaluation and Work-Adjustment Training. Its philosophical premise is that of the Sheltered Workshop--a program, first, should assist professional staff in observing and evaluating an individual's potential for successful community employment, and second, should provide an extended program which attempts to assist the individual in developing employable skills.

The Bryant Work Center is not to be considered a sheltered workshop housed in a school facility. Rather, it can be said that the philosophy and programs found in sheltered workshops have been incorporated into an educational program for secondary school-age students. These two aspects, philosophy and work program, are linked together with an academic classroom program, as well as with a highly developed community education and student work placement program, to form the total School Habilitation Program for secondary students. The Work Center not only is a vital part of a three-phase program which provides work evaluation and training, but is the first attempt presently known in the country to provide students with a program that involves actual work rather than a series of simulated jobs.

Physical Setting

Three major areas comprise the Work Center, each representing a distinct phase or part of the Program. They are the Industrial Laboratory, Domestic Laboratory, and Materials Laboratory.

The Industrial Laboratory represents an area which can be used to provide learning experiences of an industrial and assembly nature. For example, a considerable number of power and hand tools are available. These make it possible to teach skills in the areas of painting, welding, and maintenance.

The Domestic Laboratory represents an area which can be used to provide students with exposure to job areas of a domestic or service nature. Electric stoves, sewing machines, bedroom sets, living room furniture, and housekeeping equipment, such as vacuum cleaners and mixers, are available for students. Skills that may be required in occupations such as hotel maid, home maid, kitchen helper, salad maker, or seamstress can be simulated in this setting through the use of actual work contracts.

The Materials Laboratory is the central coordinating laboratory for the other two. From this laboratory each student receives his job contract. The contract may require him to preview a slide presentation on the sequence expected of him as he performs on his job contract. Booths are available for students to listen to a taped recording of his job contract. A recording is essential if the student has a severe reading problem. Equipment such as tape recorders, strip-film projectors, overhead transparency projectors, and 16 mm. movie projectors are some of the pieces of equipment found in the Materials Laboratory.

The Work Center Program

The program being implemented by the staff working in the Center tends to focus on areas of work into which the students will ultimately go when leaving the public school program. The Center divided the work found appropriate into four areas: (1) Assembly and Production, (2) Clerical, (3) Domestic, and (4) Salvage and Repair. Numerous jobs have been obtained from industry and business establishments in the city. In order to determine whether or not a job is appropriate for training students it is necessary to maintain criteria for accepting or rejecting various jobs.

In reviewing the criteria used by sheltered workshops and work evaluation centers for determining employability of a specific individual, it became apparent that this same criteria should first be used to evaluate the job or instrument to be used for evaluation. For example, if an individual was to be assigned a specific job in order to evaluate or modify his behavior, it is important that the specific job solicit the required behavior.

Job Selection Criteria

Through the use of the following criteria it has been possible to analyze specific jobs on the basis of the number of criteria they meet:

1. Intelligence Factors
2. Work Personality
3. Work Habits
4. Work Skills
5. Physical Capacity

While the titles describing particular segments of a job are necessary, it is equally important to define what is meant by the descriptive titles used as criteria for job selection.

Intelligence Factors include aspects such as retention, comprehension, learning speed, judgment, and communication skills. Work Personality includes behavior such as frustration tolerance, acceptance of supervision, ability to work well with others, ability to work well alone, motivation, adaptability, and initiative. Work Habits includes aspects of behavior such as speed of work, accuracy of work, completion of task, safety habits, ability to follow rules and regulations, grooming and manners, promptness on the job, and energy level. Work Skills includes tool identification, use of tools, tool maintenance, tracing, identification of work material, and use of work material. Physical Capacity includes lifting, standing, walking, bending, and stamina.

Job Presentation

When discussing the Center program, it is essential that one understand how the program evolves. To do this effectively, it is meaningful to discuss in detail the identification and selection of job, the method of presenting the job to the individual, as well as how the job provides for evaluation and adjustment training. For example, if we take the job of mending numerous hospital garments, we can illustrate the sequence of events which constitutes the Center program.

The school habilitation specialist responsible for procuring jobs is contacted by an individual from the hospital staff. The job of mending garments is discussed by the hospital person and the school habilitation specialist as to the number of garments, transportation of garments, and nature of repairs. The school habilitation specialist writes up a brief report on the job, and it is presented to the Work Center staff for further discussion at the bi-weekly staff meetings. The job, if accepted, is assigned to the most appropriate major work area, which in this case would be the Domestic Area.

The job then would be analyzed by the professional staff according to the five criteria previously mentioned.

When a job is completely analyzed, with as much meaningful detail as possible, a written contract is prepared for the student. This contract is then reviewed by the Work Center staff and the lead teacher from the classroom. The contract is then developed by the lead teacher in the secondary schools into a lesson sequence for study by the students. The course offered in the classroom entitled "Job Preview" is used exclusively for the purpose of studying jobs being handled in the Work Center. When a student has had adequate time to study the vocabulary and the various aspects of the job procedure, he is given the written contract by the Work Center staff.

In many cases the student still cannot read the total content of the written contract. If he continues to have difficulty in interpreting what is being requested of him, he is returned to the Materials Laboratory for help. The nature of the help may be in the form of discussion by one of the staff members, taped narration of what is being asked of him, a combination taped-slide presentation, or possibly an 8 mm. film which has the total sequence of operations necessary to complete the job. Any one of the above aids is available for the student, and the one which he will receive will depend on the particular difficulties he incurs. Every attempt is made to provide opportunities for the students to think out each operation required of him with the minimum of verbal direction from a staff member.

Job analysis provides the teaching staff with a guide to use in evaluating specific habits, skills, and attitudes. When various work skills, personality factors built into the job, work habits, and numerous other factors are determined under the five broad criteria, it is possible to determine a profile in each individual which will suggest an appropriate adjustment training program for him.

The Work Center Staff

The personnel involved in the operation of the Center consist of a staff of three School Habilitation Specialists, one supplemental instruction staff, two aides, and a program coordinator. Each staff member has specific program responsibilities. For example, a School Habilitation Specialist will function not only as a member of the teams in the laboratories, but also as a person responsible for contract procurement and for management of the Industrial Laboratory. This allows the staff member to keep in contact with the type of students enrolled in the Center. One of the School Habilitation Specialists has the responsibility of writing all of the work contracts discussed in the bi-weekly staff meetings, as well as of teaching students within all the laboratories. The third School Habilitation Specialist has responsibility for student counseling and for operation of the Domestic Laboratory.

The supplemental staff person provides support to the School Habilitation Specialist staff by helping with teaching materials, individual student counseling, and tutorial work. Aides are needed for posting evaluative information, for supervising specific sub-skills involved in a work contract, and for typing various forms necessary for the program. The Program Coordinator provides the liaison essential for the day-to-day operation of the three phases of the total Secondary School Habilitation Program with the school system in general.

PLACEMENT PHASE: THE COMMUNITY WORK PROGRAM

The Community Work Placement Program is a service utilizing vocational rehabilitation concepts and resources. It moves beyond the Work Center Program and uses the entire community as a testing and training ground for young adults of school age. In addition, this program provides a multi-discipline approach in alleviating problems associated with the academically and mentally retarded.

The Program is a service administered to the local school system through the auspices of the Minnesota Division of Vocational Rehabilitation under a cooperative agreement. Offices, which are located in the Bryant School, are used for student counseling and parent interviews. A reception center is maintained to provide interpretation of the role of the Secondary School Habilitation Program to interested people in the community.

Counseling and Interview Sessions

The staff working in the Community Work Placement Program, known as Vocational Adjustment Coordinators (VAC), is responsible for contacting the parents, students, and service agencies involved with the family in order to interpret to each of them the purpose and nature of the program. Each student is referred by the Special Education Department to the office of Community Work Placement when he enters his sophomore year in high school.

The two staff members from the Minnesota Division of Vocational Rehabilitation determine the student's eligibility for vocational rehabilitation services. These coordinators are authorized to spend rehabilitation monies in providing services such as psychiatric, medical, psychological, cosmetic; e.g., dental and complexion treatment, and trade or skill training.

Each student, following the interview sessions and the acceptance by the VAC as a rehabilitation client, is placed at the Bryant Work Center for work evaluation and training. These students remain with the Work Center staff for one year and are then referred back to the VAC for Rotating Work Placement.

Rotating Work

This particular experience is provided during the junior year of school and is designed to provide the students with actual on-the-job training. The training areas parallel, in the community, those discussed previously which include Domestic, Assembly and Production, Clerical, and Salvage and Repair areas of the work center. Each student is placed on four different jobs during the school year for a period of 12 weeks on each assignment. Each 12 weeks represents placement in one of the four job areas listed above.

The rationale supporting the rotating work experience program is that: (1) it provides exposure to four different employment situations; (2) it provides an opportunity to explore distinct environments; (3) it allows for an extended evaluation of the student by the VAC and employers; (4) it provides such useful experiences as travel; (5) it develops skills in the four work areas; and (6) it helps the student choose the type of work he desires.

Permanent Work Assignment

This aspect of the Community Work Placement Program is to allow the student an opportunity during his third year in high school to hold a job on a half-time basis throughout the year. The work area for this final placement depends upon his success in the rotating work experience. The VAC continues to observe the student during the last semester and to counsel with him as the need arises. This tends to encourage as much independent behavior as possible. During the final month of school the student is released from school on a full-day basis to work on his job assignment. The VAC continues to counsel with the student and with the employer about work adjustment problems. When the student graduates from the high school program he does not leave the supervision of the VAC until he demonstrates that he can perform satisfactorily on the job. Although he is no longer a public school student, he is still considered a client of the Division of Vocational Rehabilitation.

THE ROLE OF THE VOCATIONAL ADJUSTMENT COORDINATOR IN SCHOOL-WORK EXPERIENCE PROGRAMS

Willis Crow
Vocational Adjustment Coordinator
Windom Public Schools

I was interested this morning in the administration of school work programs as to what figure of authority is in charge of the vocational adjustment coordinator (VAC). I asked my superintendent, who is my immediate supervisor, and he replied, "That is a good question." I also asked my district supervisor and received the same reply. I decided I was better off to quit asking.

I was also interested in Mr. Spear's comment that the vocational adjustment coordinator was an expert. I would like to get a little more specific in discussing the role of the VAC by describing my functions in the Windom Public Schools. You realize, of course, that with each school-work experience program there are some variations in the role of the VAC. This is necessitated by differences in communities, the professional background of the VAC, and the individuals you work with.

The DVR-Windom Public School Program

The first contact with the student is the referral that we receive from a special education teacher, a counselor, or a superintendent at the end of his freshman year. When we receive this referral, a request is made for specific information which is necessary in registering the student with the state.

Most of these students are near the age of 16 at the time of referral. We are encountering problems with students who have had social promotion from the time they started school, and we are getting them a little young. This may be a problem in job placement, because many of them are not mature enough for the types of work we have available in our area.

The Client-Study Process

Once the referral information has been received, an initial interview is arranged with the client and the parent. I feel very strongly about meeting with the parents to explain the school-work program and the services available through the Division of Vocational Rehabilitation. In every instance where there has been personal communication with the parents, there has been very good cooperation. Where this has not been possible, we have had problems. In some cases, the students have not applied for services of the program and are not in our program.

During the interview, in addition to explaining the operation of the program, we also gather background information on the students, such as the areas that he is interested in, and any kind of work experience he has had that might be utilized in planning a program for the retarded youngster. Application forms must be completed and signed by the student. At this time we explain the procedures for completing them and if possible complete them during this interview. Sometimes parents want additional time to review the application. They then take it home for completion and return it by mail to the office.

When the applications are received, an investigation is made in which we gather all available demographic information about the individual. One of the first things we desire is a psychological evaluation to determine that they are eligible for the program. If they are in special education classes, this is no problem. There are two schools that have no secondary special education program, and these students are in regular high school. Nevertheless, the psychological evaluation is usually secured from the school, and it is a more expeditious method. We merely thermo-fax a copy they have used to determine eligibility for their special education classes and reimbursement for this classroom.

We authorize a thorough medical examination if the student has not had a physical within the last six months. If they have, we merely secure a report from their family doctor. We have the applicant sign release forms when they apply for the program so that this information can be obtained. If the primary disability is classified as mental retardation, we have to obtain a psychological evaluation. I am, however, also interested in a medical examination. I want to know what other conditions may be present and how it would affect the planning with this individual. If the client has a heart condition, I would want to plan ultimately some type of work that would not complicate this condition.

We meet with the teacher and/or counselor to secure information relative to the student's school history, record, and accomplishments. These people have worked for several years with the student and are able to provide us with valuable information.

When we have received all this information, a medical review is done by one of our medical consultants to determine whether or not this individual is eligible for services. To be eligible, the applicant must meet three criteria: (1) he must have a physical or mental disability; (2) the disability must constitute a vocational handicap; and (3) there must be some expectation that the person will benefit from services and become employable.

The area of eligibility becomes an issue if a student is in a special education class, because the school feels that they automatically should be on the program. On the other hand, it becomes very difficult to demonstrate that you are going to be able to provide services to every individual. If they are not feasible for competitive employment, I question what can be offered to them on a long-term basis. When and if we get more long-term sheltered workshops, we will be able to provide needed services to these individuals.

Providing Services

Once these individuals have been accepted for services, which is usually at the beginning of the sophomore year, a pre-vocational program or work adjustment program in the cafeteria or with the custodial staff is organized. Here they work approximately one hour per day where we attempt to teach and evaluate work attitudes and habits. For example, frequent discussions are held with the students relative to getting to work on time. If he is spending too much time talking and not adequately conducting his job duties, we reprimand him. Also, if there are things that the supervisors see the students doing or areas in which they need help, we inform the classroom teacher and request their assistance in correcting these problems. Sometimes the school guidance counselor is asked to work with these problems.

The students on the program are paid for the amount of time that they spend on the job on the same basis as other students who work in the cafeteria or with the custodial staff. Again every school in our area has always employed students to work in the school cafeteria or with the custodial staff to some extent. Hence, these students work side by side with regular class students.

We continue this type of program during the junior year hopefully with variation in the type of work they are doing. If a boy works on the custodial staff, we try to get him in the cafeteria. We also use office facilities for duplicating, sorting mail, copy typing, or whatever we have available that the student can do. During this time, counseling sessions are held with the individual student to determine their area of interest and what their abilities are. We communicate with the supervisor working with them, the classroom teacher, and the guidance counselor. By working together, we hope that by the beginning of the senior year or the last year of formal attendance in school we have some idea of the vocational skills needed by the student.

During the senior year we make arrangements for on-the-job training for a half day. The students attend classes in the school or special education room in the morning and work on the jobs in the afternoon. In locating training situations, we look for one that has good possibilities of developing into full-time employment at the end of the senior year. If it does not, we seek another place to employ the person which may necessitate re-training the student.

There are three areas that have possibilities for transfer of learning in my area: service station, cafe, or custodial. In the smaller towns many of the jobs entail quite a versatile person in order to fill the job. We have some girls interested in clerical work, but if someone is going to hire a girl to work in an office, he wants somebody who can also run the office. In a cafe you have to have a girl that can be versatile. She not only has to know how to do dishes but she has to wait on tables, take orders, run a cash register, and perform a number of other related activities.

The variety of skills that are necessary limits what the retarded can go into. These training situations are determined by the student's skills and interests. In some instances, we have not started a student at a training situation because he was not ready for it even though he was a senior.

We also have some problems because of the type of employment available (particularly with boys) in that they must be eighteen years of age before they can work. We hope, therefore, that those people who go on a training situation for on-the-job training during their senior year will be employed full time at the end of the senior year or when they have terminated school. We have some students who are not going to be employed. They work in training situations and the employer was willing to work with them, but he does not need additional employees. Then we think in terms of two other possibilities—trade school or extended evaluation. In reference to the former, we have some students who will benefit from and handle additional formal training at a trade school. If we think this is a possibility, we encourage it, because the more specialized training they get, the easier it is for them to obtain and retain a job.

Some of the students need additional evaluation. They have no idea what they really want to do, or they haven't been able to determine by this time what they really should do. A comprehensive rehabilitation center, therefore, may be used for extended evaluation because we do not have the facilities for this type of evaluation.

After a student has been placed in employment, we continue to work with him for a long enough period of time so we know whether he is going to be able to work out satisfactorily on this job. I mentioned that all the students receive some type of salary. We get a little possessive of this to begin with until the student shows he can handle this. We request that the special education teacher work with them on budgeting.

The first time that a student goes on a training situation we essentially secure the training situation for him. The arrangements are made ahead of time, but we have him go through applying and interviewing for the job. When the second time comes up, he is expected to look, apply, and interview for a job on his own. We have to use this kind of test to see if we accomplished our objective the first time. If we have not, we have to go back and help pick up the pieces and start over again. If we don't do this, we feel that we could stay with them forever. This is a type of thing they are going to have to learn to do for themselves.

Summary

We still have some problems to work on in our program. We need to further develop our curriculum, and there needs to be some organization among these school districts. Every teacher tends to be a program in himself. When you work with several districts, you get different philosophies. Nevertheless, I am fortunate to have the personnel to work with that I do, and we are making plans to combat some of these problems.

CONTRIBUTIONS OF GUIDANCE COUNSELORS TO THE EDUCATION-VOCATIONAL CONTINUUM

Fred Spriggs
Vocational Adjustment Coordinator
Moorhead Public Schools

The contributions of guidance counselors in a school and community are quite ambiguous because they will depend for the most part on the general philosophy of the administration, school staff, and citizens within a community. The Moorhead school system now has a more complete counseling program with the addition of the vocational adjustment coordinator position. I feel very fortunate that I was chosen to work in this capacity. I also feel that my experience as a teacher and a school counselor has been very helpful in effecting what we feel is a successful program for the exceptional children in the Moorhead school system.

In working as both a school counselor and vocational adjustment coordinator, one is able to explore many of the facets and functions of the school and community which are not readily available to others on the educational team. In my role as a vocational adjustment coordinator, I have had the opportunity of working primarily with the exceptional children. This experience is many times not afforded to the regular school counselor. This is generally because of the vast number of other school-related duties assumed by many school counselors. It is a well-known fact that most counselors have to, out of necessity, concentrate on the average or above average students, who make up the bulk of our school populations. Because of this situation, I feel the role of the vocational adjustment coordinator has filled a great need in many schools and communities. Regardless of what duties a counselor assumes in an educational setting, it is of utmost importance that there be communication, understanding, and cooperation between all agencies concerned with the habilitation of the handicapped student.

I feel very fortunate in having been involved as both a generalist and as a specialist in working and planning with handicapped students. Out of necessity, most school counselors would have to be considered generalists, but the other members of the team such as special education teachers, rehabilitation counselors, vocational counselors, etc., are able to concentrate their efforts more on the exceptional student. The key words which I feel make for a more effective program within a school and community are coordination and communication. It seems that even though we are all concerned with effecting the best possible program for a student, we many times do not communicate and cooperate as well as we could. Many times we attempt to sell our program to the public, hoping that our particular department will receive full credit, assuming that it is good, for the end result. I fully realize that immediate tangible results are difficult to assess when working with exceptional children, but if we are able to be truly effective, I feel that we have to be unselfish about who is to be credited with helping the handicapped student who is successful and also be ready to accept the student who fails.

Speaking as a "regular counselor" within a school system, I feel that the student's needs are the responsibility of all parties involved. Special education teachers, rehabilitation counselors, school counselors, and teachers need a better understanding of each other's roles. It seems that this is not the case in many of our schools and communities. Teachers are generally accepted and their role is understood in most communities, but those of us in specialist roles are many times considered as the fringe benefits of education. This is perhaps understandable because at times we make no attempt to inform the general public about our programs, but I feel this situation is unforgivable if it exists within our own school setting with people we work with every day. It is generally easy to criticize another department if we do not know what the responsibilities of that department are.

The role of the counselor will be for the most part what you want it to be. How you can best utilize his knowledge and talents will only come through a better understanding of the counselor, his role, and your program's needs. We all have to be public relations minded, because we have to sell our program; but without a unified effort on the part of the school specialists, an effective program for special services is not possible. I realize that my experience with exceptional children is very limited, but as a result of my eight years of experience as a teacher, counselor, and vocational adjustment coordinator, I feel that communication, cooperation, and coordination between all the staff members in a school system is absolutely essential.

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